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ABSTRACT

This paper describes the University of South Carolina Professional Development School (PDS) Partnership Network. The first section examines initiation of a partnership for educational renewal, implementation of threshold conditions, institutionalization of the PDS, and the current period of transition as a new period of institutionalization has been initiated. This section also presents a literature review on the subject of PDSs. The second section presents outcomes and methods of the University of South Carolina's PDS effort, offering perspectives from key stakeholders (the executive director of the partnership and clinical experiences, a teacher leader, a principal, and an interim dean from the University). The paper concludes that collaboration involves hard work by all of the stakeholders. To initiate and sustain the necessary energy to actualize partnerships for educational renewal, stakeholders from all sectors of the learning community must be involved and committed to the goals of simultaneous renewal. Relationships must be built and nurtured. (Contains 32 references.) (SM)

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Partnership for Educational Renewal: From Commitment to Institutional Reality

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Partnership for Educational Renewal: From Commitment to Institutional Reality

Section I: CONTENT

STATEMENT OF THE PROBLEM

Initiation of a partnership for educational renewal.
Based on the belief that educational change cannot take place without the collaboration of schools and universities, Dean Richard Ishler committed the USC College of Education to the Professional Development School process in 1990. Building on the previous three years of development work stimulated by USC's membership in the Holmes Group, Dean Ishler and the Department of Instruction and Teacher Education made development of a strong PDS network a priority. Joining the Center for Educational Renewal of Teacher Education provided an additional stimulus and financial base for revising the teacher education program according to the postulates of John Goodlad's Teachers for Our Nation's Schools through school-university partnerships for the simultaneous renewal of schools and teacher preparation (Goodlad, 1990).

Implementation of Threshold Conditions.
Commitments to create a new culture of partnered decision-making and communication led to a series of new administrative structures and practices. Throughout 1990-91, an intense dialogue through informational meetings, symposiums, and a local conference advanced the practical and conceptual implementation. Teachers and professors slowly reinvisioned their purposes, relationships, and theories of learning. At least half of the teacher education faculty members and several educational psychology faculty members participated, along with teachers from nine local schools. PDS College Coordinator, Terry Dozier, led a year-long, graduate credit institute during 1991-92 funded by grants from South Carolina Center for Advancement of Teaching and School Leadership. Teams from nine schools completed action plans and revised mission statements to include preservice teacher education. By the Spring of 1993, a network of 11 schools (seven elementary schools, two middle schools, and one high school) from five school districts formed an informal partnership. University and school-based educators explored the exchange and adjustment of roles; collaborative committees revised preservice education materials; inservice and curriculum development projects were undertaken in school sites (Toner, 1993).

Institutionalization.
USC and schools faculty members attended conferences, seminars, and conducted field visits throughout the country for the purpose of studying school-university collaborations. Dr. Larry Winecoff, Chair, Department of Instruction and Teacher Education, established priorities in regard to: (1) developing a clinical model; (2) developing a viable PDS organizational structure; and (3) making existing PDS sites work (Toner, 1993).

In the Spring of 1993, a proposed governance structure, a model for clinical faculty, and a set of assumptions related to PDS Partnerships were compiled from ideas developed by PDS stakeholders over two years of study. The USC/PDS Network continues to be governed in accordance with this structure and the stated assumptions. In 1994 USC was selected to join the Teacher Education Initiative Program (NEA-TEI) sponsored by the National Education Association's National Center for Innovation, providing five years of financial support, professional development, and opportunities for documentation and dissemination (Toner, 1993).

During 1994-96, a structured expansion process was developed by the PDS Net work to replace an ad hoc PDS initiation process. After a nine-month self-study which included site visits and peer reviews, six schools joined the collaboration for a total of 17 PDS sites representing five school districts and Ft. Jackson (DoD) schools. A major next step was the defining and hiring of an executive director for school-university partnerships and clinical experiences in 1997. This position now provides needed leadership for educational renewal and innovation that is integrated with core functions of teacher education programming.

A program of small grants for collaborative school research overseen by the PDS Curriculum Inquiry Committee. In 1997, faculty from Arts & Sciences colleges joined the research teams. To date, more than 60 projects have been completed, and shared with the educational community in two Teacher Research Conferences (1996, 1998).

The Present Period of Transition.
After a decade, the momentum for renewal began to slow. Initial players were replaced with newcomers. Initial funding ran out. New administrators in the university and the school districts entered the scene. A new period of institutionalization has been initiated, to secure new grant money, to further secure institutional support for collaborative decision-making, to create structured methods for initiating new faculty and administrators in ways that they will not only carry forth established procedures, but will continue the process of innovation and renewal. In this presentation we will document the current process, with its challenges, accomplishments, and remaining concerns.

LITERATURE REVIEW

We have drawn the framework for our partnership from a variety of national initiatives. A variety of books on changing the culture of schooling (for example, Green, 1995; Hobbs, 1975; Levine, 1992) and the Holmes Group documents were early and strong influences. The postulates of John Goodlad and his visionary writing (Goodlad, 1990,1993) were important, as was the work of Fullan (1993) and Deborah Meier (1995). The powerful statement from the consortium for Interdisciplinary Teaching and Learning and the many discipline-based national frameworks, including technology, are echoed The What Matters Most report and associated writing (Darling-Hammond, 1994, for example) provided additional frameworks as the program developed. The Interstate New Teacher Assessment and Support Consortium (INTASC) principles clarified our desire

for teachers to understand not only "the central concepts and structures of a discipline," but also "the tools of inquiry of that discipline," and to develop a lifelong commitment to reflective professional leadership.

The USC PDS network has restructured the "boundaries" of the teacher education program from reliance on individual teachers and professors, usually working in isolation, to reliance on strong educational communities that strengthen the capacity of all players to meet high educational goals. The actors most "local" to preservice education work together to influence, even *to create,* the structures and policies that guide their work (Book, 1994). We have shifted from a culture in which preservice education --for university and school educators alike -- was an adjunct task with little connection to "real" goals to a culture of learning that is broad in scope but includes preservice education. Teachers [and professors] who have "access to teacher networks, enriched professional roles, and colleague work feel more efficacious in gaining knowledge they need to meet the needs of their students . . .. " (Darling- Hammond, 1994).

A commitment to democratic classrooms and to the preparation of students for thoughtful and active citizenship is vital. Active recruitment of diverse body of prospective teachers and effective experiences to prepare them to serve a diverse student population are necessary ingredients. Real world experiences through service learning, thoughtfully constructed classroom communities, and the examination of social problems can better prepare students to believe that they all have a contribution to our society (Meier, 1995). A Vygotskian (1978) approach to education means fundamental changes in the relationships between teachers, student, knowledge, and social organization. Inquiry and immersion in authentic problems requires different approaches to planning, but has powerful effects on students' thinking and ability to carry learning out into the world (Darling-Hammond, 1994). National and state standards for high levels of excellence are being integrated into public school and university class work. Closely-integrated university and practicum assignments engage prospective teachers in learning in "real-world" situations requiring a mix of social and cognitive skills (Berlak & Berlak 1981).

"For school restructuring to occur, a combination of factors must be present at the same time and over time -- including leadership, a shared mission, school goals, necessary resources, the promotion of colleagueship, and the provision of professional growth opportunities for teachers" (Glickman, 1998; Dixon & Ishler, 1992). To transform and revitalize teacher education requires a long-term commitment from all parties, at the highest administrative levels and among the faculties. Broad participation in the governance structure and in the development of a shared vision of quality and excellence is also necessary. To create and act on a shared vision, respect, mutual trust, and parity must be cultivated, to create collective ownership of the partners (Glickman, 1998; Darling-Hammond, 1994; Flake & Donnelly, 1995). Schools and school of education "must be organized to provide time and resources to assist" complex teacher performances (Tharpe and Gallimore 1988). Teachers need to examine the theoretical basis for their decisions and make their beliefs and practices public (Brubacher, Case, & Reagan, 1994).

Research shows that without restructuring the culture of schools as clinical settings, the influence of cooperating teachers and school cultures tends to be a conservative influence, promoting conventional norms and practices rather than reform and development. Clinical settings must be restructured so that they are organized as "places for teachers to learn as well as to teach" (Holmes Group, 1990;).

It appears that commitment of initial partners and the establishment of collaborative structures may not be sufficient to accomplish changes that are pervasive and long lasting. The problems of long-term collaboration and continuing renewal are daunting, including cultural clashes, institutional pressures, and lack of resources to support continuing change.

CONTRIBUTION

The perspective of a partnership that has successfully created a sustained network of Professional Development School Sites with established committee and administrative systems is an important voice in understanding how innovation can be institutionalized. This report, focussed on the new challenges of long-term implementation, will enable other partnerships to gain perspective on their challenges and expand the available alternatives to meet them. Data collection from the USC site will provide substantial contribution to the knowledge base on renewal.

CONCLUSIONS

Persistence of reform requires more than the active commitment of a core faculty group. It requires administrative and faculty support for cycles of reexamination of practice and principles; it requires infusion of new resources; it requires establishment of predicable systematic opportunities for collaboration; and it requires persistence in addressing new problems as they appear.

SECTION II: OUTCOMES AND METHODS

PERSPECTIVES FROM KEY STAKEHOLDERS

Tommie Toner, Ed.D. Executive Director of the School/University Partnership & Clinical Experiences

<u>The importance of permanent administrative personnel</u>

Leadership in any organization is necessary not only to provide vision, but to set the tone and develop trust among stakeholders so that honest dialogue can become the norm and important questions can be brought to the table and resolutions reached. The Executive Director of School/University Partnership's position is like that of the conductor of an orchestra. It is the conductor's responsibility to impart a belief that all members of the orchestra can and will perform in stellar fashion individually as well as in concert with others. As each musician becomes an "expert" with the violin or oboe (each very different from the other), and the musicians work together to overcome the problems of timing, interpretation and meaning of the music and of putting it altogether with the

guidance of the conductor, the orchestra's performance is enhanced. The music heard is that of the one orchestra with many players - all playing the same melody and in rhythm with each other. The conductor provides the leadership.

The Role of Visionary and Convener

As the Executive Director of School/University Partnerships, just as a conductor of an orchestra, it is my responsibility not only to "have the big picture" of where we are in this collaborative relationship, but to have the courage to ask big questions such as "Where do we want to go? Where are the resources? Who will do the work? Why are we doing it? How do we know what we are doing is morally right for children, teachers, professors?" It is my responsibility to scaffold the arena for adding to the questions, to listen, to bring all the players into the conversation, to facilitate those players into becoming leaders, researchers, and reflective thinkers in the collaborative milieu of the PDS Network. It is my role to build a sense of trustworthiness and inclusiveness among the players, e.g., teachers, administrators, COE and Arts and Sciences faculty, professional organizations, business leaders, the Commission on Higher Education, the State Department of Education and even the US Department of Education, and the University writ-large, so that conversations will happen. It is my responsibility to ensure that equity is present in the decision-making process and that people feel safe to inquire, debate, suggest, and take action for the purpose of improving student achievement not only in our PDS network, but also throughout the state and nation. All stakeholders' voices must be heard if the network is to survive and thrive.

In the PDS Network, we continue to work to ensure that all committees forming the governance structure are co-chaired by school and university personnel and that there is equity among teachers, administrators, and university faculty. For example, the Coordinating Council, which determines policy matters for the network, is co-chaired by Jim Shirley, Principal, Irmo Elementary School; Melissa Klosterman, Teacher, Pontiac Elementary School; and Kellah Edens, Professor, Educational Psychology, College of Education. Titles are never used in PDS work, e.g., "Dr." We refer to each other by our first names.

To ensure that the "Big Questions" are asked and answered, we scheduled a PDS retreat to be held at the Fort Jackson Officers' Club in September 1999. Over 70 people in the network attended. Coordinated through the Office of School-University Partnerships, Jim Shirley and Darrell Barringer, both principals of schools (in different school districts) in the network, implemented the Interview Design Process - a consensus process designed to collect data in an expedient manner and then to synthesize that data via consensus process. The PDS Documentation Committee is currently studying the data collected at the retreat for the purpose of long-range planning for the network. It should be noted, however, that the data have already impacted on the network. In February 2000, the Preservice Committee, composed of university supervisors and clinical adjuncts, (public school teachers from the 17 PDS Schools), looked at the implications of the data and held a dinner meeting where more questions were asked for further study specific to clinical experiences involving our M.A.T. (Master in Arts of Teaching) students in Early

Childhood, Elementary, and Middle School Education. These questions were a spin-off of the inquiries initiated at the Fall Retreat

Bringing administrators and arts and sciences faculty into the committee structure of the PDS

During the past two years, we have enjoyed more collaboration among COE and Arts and Sciences faculty than ever before. One example has been the work between the Department of Mathematics, Arts and Sciences, and the College of Education and two of our PDSs. Dr. George Johnson, Dr. Richard Hudson, and Mary Ellen O'Leary have engaged teachers at Hood Street Elementary School, Ft. Jackson, SC, and Pontiac Elementary School, Richland County School District Two, in co-teaching an undergraduate required mathematics course in general education designed for students who may go into the teaching profession. As a result, PDS teachers are now involved in redesigning the general education courses in mathematics for future teachers. (A huge factor in making this happen was that Dr. Johnson was invited by the COE at the request of the Office of School-University Partnerships to study with John Goodlad at the Institute for Educational Renewal in Seattle during the 1998-99 academic year. Dr. Johnson, Dr. Toner, and Gloria Talley, Greenville County School District Administrator, composed a team to represent South Carolina at the Institute in Seattle.) Another example is at the Center for Inquiry, Richland County School District Two, where professors and graduate students in the Department of Music, Department of Art, and the Department of Psychology have been actively engaged in teaching/counseling elementary students on a regular basis.

A challenge is in the making when a new administrator comes aboard, and an even greater challenge is faced when a new administrator comes aboard in addition to half of the faculty being new to the system. We are experiencing both changes not only at the university level, but also at the school level in more than one school. Under the auspices of our third interim dean, we are moving forward to building a stronger network. During the past two years, eight of our PDS principals have retired, moved, or been promoted. In two of those sites, the faculty has experienced massive transitions with either new teachers being assigned to take over retirees or teachers being transferred to new schools due to the growth of the district. These transitions are problematic in that, in many cases, we are starting all over. We have to work with some of these schools as if they are being introduced to "simultaneous renewal." Such a process is demanding both in time and energy. Questions arise such as: "How do we meet this challenge? Do we want to? Should we spend our energy and time with other schools in other districts? Where do the moral dimensions play into our decision-making? Do all PDSs have to look the same? What is the renewal factor that is important to each site?

The Role of Communicator and Coordinator

The job of Executive Director is one that ensures organization and communication. As the conductor orchestrates the music composition for performance, so must the Executive Director coordinate the activities of the PDS Network. Such coordination cannot be separated from communication. For example, all committee meetings, university activities, related school activities, retreats, conferences, etc. are communicated to all

stakeholders through the Executive Director's office via the internet, e-mail, hard copy memos and flyers, minutes, agendas, etc. Each Committee is co-chaired by university and public school faculty members who work in collaboration with the Executive Director's office to keep all members of the network informed. The *Professional Development School Directory* (published annually) and *The PDS Proceedings* (a scholarly newsletter which includes articles from COE and Arts and Sciences faculty as well as public school faculty, published three times per year) are coordinated by the Executive Director. In addition to the committee and governance structure of the PDS Network, coordination also involves projects such as Americorp, Service Learning, and a Title II Teacher Quality Grant project. These projects, as well as the NCATE PDS Draft Standards Project are interconnected within the PDS Network.

Infusing Partnerships of Innovation into Established Institutional Systems

The College of Education has been involved in four major renewal/reform initiatives: The Holmes Partnership, The Goodlad Initiative - National Network for Educational Renewal (NNER); the National Education Association Teacher Education Initiative (NEA-TEI), and the NCATE PDS Draft Standards Project. It has been the role of the Executive Director to bring together these initiatives to ensure that we (College of Education via the PDS Network) were addressing the tenets of each initiative. The assumptions, based on the principles of these initiatives, form the backbone of the PDS work not only at the college level, but also in the public school arena as described in the *PDS Directory*. A task force representing the College of Education and the Professional Development Schools aligned the standards of each initiative. As a result of the work of this task force, the major strands for the forthcoming National PDS Conference in March at Columbia will focus on "Building a Learning Community, Best Practice(s), and Child Advocacy. The alignment of standards has been shared with all of the PDSs and the College writ-large via the *PDS Directory*, which is sent to all department chairs in the College of Education. This information has also been shared with all department chairs at the Dean's Administrative Council Meeting (The Executive Director is a member of the Dean's Administrative Council.) We have just been through an intensive on-site review of the NCATE PDS Draft Standards process and are waiting for the written report.

At the present time, an ad hoc committee is looking at restructuring our PDS Network and system of organization. An ad hoc committee has been formed consisting of public school teachers and administrators and university faculty to study our governance structure in reference to inclusion. The questions are, "Should professional organizations such as NEA and AFT sit in on the USC Site Council or the Coordinating Councils or both on a regular basis (at this point in time, all meetings are open); "Should members of the CHE, SDE, etc. be invited to participate on a regular basis on the USC Site Council and/or the Coordinating Council?

Positive Forces of New Student Teacher and Teacher State Assessment System

The South Carolina Team Evaluation or ADEPT System for evaluating interns (student teachers) and teachers has proved to be "cutting edge" in that it represents a system founded on the INTASC, NBPTS standards, and effective teaching research. As an instructional model based on a performance assessment model, ADEPT has proved to be

effectual and meaningful in that it is based on the tenets of team -based assessment, typical performance over time, consensus-based evaluation, and contextually based lessons over time.

Summary

Collaboration involves relationships, hard work, and is continuous just as the work of the orchestra and conductor is an on-going process. One great year of performance by an orchestra does not mean that the next year will be stellar. As Fullan and Park (1981) and Hal and Loucks (1977) informed us, change is a process, not an event. Collaboration is a process that takes time, energy, and continuous reflection, rethinking, and retraining as people move on to other places and interests and new people begin their journeys as educators. We need to be focused on the "how" of the "on-going" process.

Sally Catoe, Ed.D. Teacher-Leader, Rice Creek Elementary School, Richland School District Two

Assessments of Benefits from being a PDS in the USC Network

Being a part of a Professional Development School network affords schools benefits as well as challenges. Both are positive forces. A PDS is by nature site-based managed. This allows teachers to grow into new leadership roles both within the school and within the network. Teachers in a PDS are encouraged to become school decision-makers (as in the Clinical Adjunct position or as members of the school's Site Council) as well as participants in network committees. These opportunities introduce teacher leaders to collaborative work with other schools and other districts as well as with the university representatives. While these new roles can invigorate teachers and give them a broader and deeper view of education, they are usually add-on roles. In other words, teacher leaders take on additional roles in their already jam-packed schedules. There is a fine line between enthusiastic work and burnout due to stress. This is indeed a challenge for PDSs, and the partnership must be vigilant in its endeavor to prevent burnout among all its members (including university faculty who also take on added roles). The positive side of this challenge is that problems are more easily worked through with the combined resources and ideas of the PDS partnership.

Induction of Prospective Teachers

An important aspect of the PDS partnership is the induction of prospective teachers. Because the partnership includes the entire school, all teachers have a part in this role. Even non-coaching teachers find themselves giving advice, sharing materials, and opening their classrooms for observation. This mutual responsibility enriches the experience of yearlong interns. The extended time-frame allows interns to become an integral part of the classroom and the faculty, working with extended inquiry projects, attending professional meetings and work sessions, participating in parent conferences and PTO-sponsored events, and learning about professional responsibilities beyond the classroom. This deeper relationship between intern and faculty also helps faculty members be more "current" and reflective in their professional knowledge and practice.

Opportunities for Professional Growth

One of the true challenges of changing from an undergraduate program to a Masters degree program has been the education of the school-based teacher educators in the philosophy of PDS and the far more stringent program requirements. To meet this need, the University has designed a graduate course to train classroom teachers in these new roles and requirements. Teachers who have completed the course are very vocal in their support of the course as a way to prepare school-based teacher educators.

The PDS partnerships and network relationships have moved some schools from a narrow community view to a national view of education. The University of South Carolina has involved teachers in national conference presentations and in site visits form out-of-state groups and associations. This provides a continuous conversation with an ever-increasing circle of education professionals, benefiting all involved. One school in our network has been involved in the testing of new NCATE standards for Professional Development Schools, enabling the entire network of 17 schools and the university to have input into the process. As schools within the network take on new challenges, we all benefit.

Jim Shirley, Principal, Irmo Elementary School, Lexington/Richland Counties School District Five

Sustaining the Culture of Shared Decision-Making: How Does the Partnership Benefit Children?

As principal, it is important to focus efforts on maximizing student learning. The entire educational organization must gain its sense of purpose from students increasing their ability to learn. As students' varying needs challenge educators, it will take a collaborative effort in order to brainstorm methods for helping students achieve their greatest potential. This collaborative effort forces the Principal to take on the role that was known many years ago as the "Principal Teacher." Over the years the teacher title has been dropped, but still remains at the core of school leadership. As leader of the school, the principal must create an environment that promotes learning as the central goal, coordinate a challenging curriculum, utilize teaching strategies that enhance learning for students and teachers, and create a positive public relations program. This learning cannot be limited to students, but must extend to the professional staff of the school including the university faculty assigned to that school, who are referred to as university liaisons. The collaboration of these groups extends the thinking of what should be taught, with the most effective strategies. The commitment of administrators to the collaborative helps it to function more effectively. The challenges of this renewal must muster all the creativity of its administrators. The activities of the PDS Network support and enhance the learning of the students.

Overall Commitment

The success of a Professional Development School Network is in direct correlation to the commitment of the administrators of the schools involved within the network. In order to create a true collaboration there must be a commitment of time, ideas, and resources. There must be support of faculty for continuous learning. Teachers need time to meet with other educators to share ideas and strategies on improving the operation of the network and to have meaningful dialogue about learning and improving teaching. There

must be a commitment to promoting new ideas for improved learning and the environment in which these ideas are to be tried and tested for their effectiveness. Resources must be allocated for supporting the PDS Network. Schools must allocate time for staff to attend meetings by using professional leave or covering classes for short periods. Resources must be used to purchase printing supplies, books, food, gifts, etc. which will enable the Network and school to accomplish its goals. Support for staff to participate in Professional Development School activities is critical for the Network to be successful. Staff members must feel a part of the network and consequently must give input into the operation of the PDS Network through the use of surveys, focus groups, and participation in the Network activities.

Renewal Challenges

The challenges of renewal can be summarized into four areas. They are revitalization with new staff members, self-renewal process with returning staff members, schools facing their commitments, and creating a sense of inclusiveness on the part of the staff. As school staffs change annually, new staff members have to be acclimated to the Professional Development School. These new staff members will have a variety of experiences they will draw from to enhance the partnership. Some new staff members may have been associated with the PDS Network, may have been associated with a different Professional Development School, or may have no experience with Professional Development Schools at all. In facing the commitments discussed previously, staff members must periodically examine this self-renewal. Because of the demands of time, ideas, and resources, staff members must constantly have their flame rekindled or risk having it go out. There are demands on each of us, personally, as well as professionally, which makes it incumbent on the principal to know his staff closely in order to fan the flames of those persons that need their flames rekindled. The principal must also know when an individual can be left alone while the burning ember remains a coal to be rekindled at a later time to that burning flame. The work of the PDS takes a great deal of energy and must be shared with several people in order for it to be effective. Principals know the stages of their individual faculty members and what each one needs in order to grow as a professional.

Collegiality and Collaboration between USC and the Irmo Faculty Members

The collegiality of Irmo Elementary and USC is created by the many joint endeavors that we work on to improve student learning. An example is the opportunity our students have to display artwork in the College of Education, Wardlaw Building. The faculty of our elementary school serves on numerous committees with the university faculty. The school faculty shares student work with the university faculty to give them real artifacts for inclusion in their research. Our staff members go to the university to give preservice teachers the opportunities to hear first hand from practitioners who are in the classroom everyday. The university liaison shares instructional practices with our preservice teachers and our regular teachers especially in the area of math and science. They do this through demonstration lessons and discussions. From their own first hand experience in the classroom; they learn to develop an appreciation for the many differing levels of student and their modalities for learning. Our university liaison also serves on our School Improvement Council, which is the governing board for our school. It includes elected

parents, elected teachers, and appointed community members. Using grants, we have had university courses taught on the integration of technology into the curriculum. The PDS Network received a grant from Microsoft, which enabled each of the schools to receive software and training materials at no cost. In conjunction with this, the university also offers a lab in which teachers can preview software before purchasing.

The work of the PDS network varies greatly, but the focus of the work is always on student learning. When all of these minds come together to help improve student learning, great things can be accomplished. The real winners in this endeavor are our students and the increased professionalism of our staffs.

Frederic Medway, Interim Dean, University of South Carolina

A University Administrator's Role and Support of Educational Renewal Partnerships

It is vital that university administrators establish a culture of support for true partnerships between university, including units beyond the College of Education, and schools. However, this is a difficult task that requires balancing and understanding the many forces that are likely to detract from this initiative.

When I arrived in the USC College of Education just 21 months ago these partnerships already were developed. However, the school staff and faculty were probably unaware of how fragile these relationships could be. To be a good administrator and advocate for these partnerships requires a true understanding of these forces and a willingness to work through them.

Political Climate and Community Interest

At the broadest level are forces involving the political climate and community interest. In South Carolina we have been very lucky to have a new Governor who values education and new State Superintendent of Education who is a true advocate for improving teaching and learning. Fortunately, many state boards studying education are advocating these partnerships. A College Dean must commit the time to meet with these political leaders and let them know of the accomplishments in the College centering on these alliances. Often this is achieved in social settings and in other planned meetings. It is important to let these political leaders know of your accomplishments.

Meetings with community leaders are important as well. This year I spent a great deal of time developing a PowerPoint presentation on the College of Education. Several slides are devoted to these partnerships with our professional development schools, and the presentation is used with various civic and service groups. Usually, I stress not only the good working relationships but also the fact that these alliances often are singled out for special awards and recognition. For example, one of our professional development schools earned one of the highest school achievement scores in the state; another was selected as a PDS pilot site by NCATE.

Beyond this it is important for a committed university administrator to sell these alliances at the level of the university trustees and senior administration. At USC, our alliances and partnerships run well beyond those with a local school. We have partnerships with

the business school to improve principal training, with the college of engineering to train teachers in technology, and with the college of science and mathematics in many areas. It is extremely important for the Dean not only to alert his or her president and provost to new developments in the alliances but also important to sell these alliances as priorities. Normally, the Dean will have to use internal funds to support the alliance. And these funds should be used as well as others generated from contracts and grants. Yet, by selling these priorities fund allocation will not be questioned and additional funds may be forthcoming.

Establishment of a Culture of Collaboration

While one might not expect it to be so, perhaps the greatest challenge for the university administrator is to establish a culture of collaboration in the minds of the faculty. A number of forces serve to minimize this including: (a) an entrepreneurial and/or independent spirit in faculty, (b) a desire to work alone to be fully credited for the work, (c) fear that tenure and promotion requirements do not allow for collaboration or extensive work in schools, and (d) a prevailing normative culture acting against this. At USC we have several cultures in the College that, historically, have not fully embraced the educational renewal idea.

It is important at the outset for the Dean to ensure that the culture exists in the college as a whole before trying to implement it in the community. For example, if special education faculty and elementary teaching faculty are distant on campus, it is hard to devote full energy to a link between the elementary faculty and school teachers, or at best the link will be tenuous. At USC much of my attention is directed toward creating this culture of intra-college collaboration by encouraging research ands projects that cut across departments, joint hires, meeting to design collaborative activities, social, and activities to inform individuals in one department what faculty are doing in another. We work hard to ensure that collaborative partnering work results in research, grants, and other scholarship, and do not accept the notion that "applied" activities without review and dissemination can count.

Because the College administrator is rarely actually out in the schools, this is probably the easiest culture in which to generate a positive evaluation. Indeed, as Jim Shirley notes, building these links and strengths fall mainly in the hands of the school administrator. Therefore, to keep the partnership going, the Dean needs to be appropriately visible and supportive, particularly in speeches and written comments that support the partnership initiative. In this area, small amounts of seed money can go a long way and at USC it is customary for us to provide travel awards and other incentives to teachers and school personnel to advance this mission. The makeup of this panel attests to this commitment. I send birthday cards to all faculty and staff in the College; I also send cards to teachers who work in two of our professional development schools that we most closely support. The Dean will have to decide how to delegate limited resources and. In my opinion, it is better to choose certain alliance initiatives to support fully rather than spread the money around evenly.

A "Partnering" Dean

In all my comments today you can note certain attributes of a "partnering" dean. I believe that these are essential to effectively carry out this job. One must be politically savvy, well read, and socially active among the key decision-makers in one's community. Second, one must be entrepreneurial, that is more concerned with money generation than budget cutting. And, third, one must be persuasive using all the skills of communication, oratory, and social power to achieve these ends.

In the end, keeping partnerships going is about trust—trust between the schools and the university and among the people involved.

CONCLUSION

Collaboration is hard work. It takes all of the stakeholders to make it happen. To initiate and sustain the necessary energy to actualize partnerships for educational renewal, stakeholders from all sectors of the learning community must involved and committed to the goals of simultaneous renewal. Relationships not only have to be built, but also nurtured. We must communicate with each other: educators, politicians, community leaders, parents, students, college and university personnel and faculty members, business entrepreneurs and be open to change.

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